

# TED 2019 Conference: New Orleans

- B** Breakfast    **C** Conversation Session    **D** DLD@Night    **I** Interactive Paper    **V** Invited Session    **K** Kaleidoscope  
**L** Kaleidoscope Presentation    **Y** Keynote    **M** Meeting    **P** Multiple Panel    **U** Multiple Paper    **R** Reception  
**G** Registration Desk    **S** Silent Auction    **E** Single Paper    **A** Snack    **O** Special Session    **T** TED Talk    **W** Workshop

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## NOVEMBER 7 • THURSDAY

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7:30am – 8:45am	<b>B</b> <b>Continental Breakfast: Thursday</b>	Grand Gallery
7:30am – 5:00pm	<b>G</b> <b>Registration Desk: Thursday</b>	Grand Ballroom Foyer
8:00am – 8:50am	<b>C</b> <b>Alternative Licensure Programs: Unmasking the Villain or Introducing the Victor?</b> <i>Primary Presenter: Debra Lockwood</i> <i>Co-Presenters: Wendi Dunham, Jennifer McFarland-Whisman</i> This session will provide an overview of alternative licensure programs examining: attrition, costs, characteristics, teacher performance, and effectiveness. The participants will learn about the successes of ALP as well as challenges. They will also learn how ALP are being used in teacher preparation programs to remedy special education teacher shortages.	Astor III - Table 01
8:00am – 8:50am	<b>C</b> <b>General Educator Teacher Candidate Familiarity and Observation Experiences of Evidence-based Inclusive Strategies in Elementary Education Classrooms</b> <i>Primary Presenter: Lisa Finnegan</i> As teacher candidates move from theory to instructional practice it is important that they know and understand effective inclusive strategies and to see them being implemented in the general education classroom. Observing effective implementation of inclusive practices is likely to increase understanding of the significance in implementing the practices themselves.	Astor III - Table 04
8:00am – 8:50am	<b>C</b> <b>Improving parent satisfaction at IEP meetings: Findings from a mixed methods study</b> <i>Primary Presenter: Belkis Choiseul-Praslin</i> <i>Co-Presenters: Malarie Deardorff</i> A nation-wide survey on parent perceptions of IEP team member dynamics reveals the majority of parents surveyed perceive some level of power imbalance. Follow-up qualitative interviews reveal the complexity of IEP team relationships and effects on parent perceptions of power. Suggestions to improve parent-school relationships will be shared with participants.	Astor III - Table 02
8:00am – 8:50am	<b>C</b> <b>Integrating Technology throughout Teacher Preparation Programs</b> <i>Primary Presenter: Shawn Huisinga</i> <i>Co-Presenters: Rebecca Hinshaw, Robin Thoma</i> During this session, we will share ways in which we have integrated technology into our coursework and field experiences. We will provide participants with resources that can be used to enhance instruction and increase student engagement.	Astor III - Table 05
8:00am – 8:50am	<b>C</b> <b>Large and Small Universities Collaborating on an Interdisciplinary Personnel Preparation Project</b> <i>Primary Presenter: Denise Callwood-Brathwaite</i> <i>Co-Presenters: Annamaria Jerome-Raja, Tamar Riley</i> Project SCISSORS, an OSEP-funded interdisciplinary preparation program between an HBCU and a Large Public University, supports scholars in earning an Education Specialist degree in special education with a focus on Intensive Interventions or a Masters in School Guidance Counseling. Conceptual frameworks, shared courses, and collaborative projects will be described.	Astor III - Table 07
8:00am – 8:50am	<b>C</b> <b>Preparing Candidates for Culturally Competent Caregiver/Family Interactions</b> <i>Primary Presenter: Adam Moore</i> <i>Co-Presenters: Catherine Semnoski</i> Teacher educators have the task of preparing culturally responsive teacher candidates for working with families/caregivers. Creating authentic opportunities for candidates to learn from caregivers prior to student teaching is a challenge. This conversation session will allow teacher educators to learn and share ideas for creating opportunities for their teacher candidates.	Astor III - Table 10

8:00am – 8:50am	C	<p><b>Preservice Special and Secondary Math Students Collaborate to Write Differentiated Lesson Plans</b></p> <p><i>Primary Presenter: Kristin Harty</i></p> <p><i>Co-Presenters: Dawn Turkovich</i></p> <p>Successfully implementing the practice of inclusion by differentiating instruction depends on both the general education and special education teacher working collaboratively. Learn how two university professors from different institutions collaborated to teach preservice special and secondary math teachers how to differentiate instruction for all students in a secondary math classroom.</p>	Astor III - Table 08
8:00am – 8:50am	C	<p><b>Teaching Equitable Assessment: How Preservice Candidates Make Meaning of DisAbility</b></p> <p><i>Primary Presenter: Melissa Driver</i></p> <p>The identification of students with disabilities is reliant on valid and reliable assessment that is free of bias. How teachers are trained to design, select, administer, score, and interpret assessment data related to the identification of students with disabilities is vastly under-researched considering the significant implications of assessment practices.</p>	Astor III - Table 06
8:00am – 8:50am	I	<p><b>Development and Perceptions of the ROAR Postsecondary Transition Program</b></p> <p><i>Primary Presenter: Rebecca Hopkins</i></p> <p><i>Co-Presenters: Trudy Abel</i></p> <p>Development of a postsecondary transition program for young adults with ID/DD to improve educational, employment, and independent living outcomes. Perceptions of school, family, and community partners highlight successes, challenges, and future directions.</p>	Astor III - Board 10
8:00am – 8:50am	I	<p><b>Examining Special Education Licensure Policies: A Comparison Across States</b></p> <p><i>Primary Presenter: Esther Lindström</i></p> <p><i>Co-Presenters: Christiana Nielsen</i></p> <p>This presentation features an updated review of special education licensure policies, synthesizing data from state agencies and published policy documents. We present advantages and drawbacks of dual- and standalone licensure and their role in preparing pre-service teachers to serve students with disabilities. Implications for research, policy, and practice are discussed.</p>	Astor III - Board 08
8:00am – 8:50am	I	<p><b>Exploring “Giving Back” Initiatives in an Online Graduate Special Education Course</b></p> <p><i>Primary Presenter: Jessica Rueter</i></p> <p><i>Co-Presenters: Priscilla Gilpin</i></p> <p>Service-learning (SL) is a high impact instructional method for “giving back to the community” by providing adult learners with meaningful opportunities that meet local needs where they live. Also, SL provides students an opportunity to transfer skills learned in their higher education coursework to positively impact adult education.</p>	Astor III - Board 04
8:00am – 8:50am	I	<p><b>Improving Program Delivery in Special Education: Data from a Cohort Based Hybrid Model Master’s Program</b></p> <p><i>Primary Presenter: Mandi Kern</i></p> <p><i>Co-Presenters: Elizabeth Leader-Janssen, Kristine Swain</i></p> <p>Hybrid program development for special education is a developing method in graduate programs. This poster will present data from a newly implemented hybrid Master’s cohort program. Data of interest include program organization, demographics, feedback from faculty and students, and measures of content knowledge as indicators of student progress.</p>	Astor III - Board 05
8:00am – 8:50am	I	<p><b>Preparation of Exceptional Education Teachers and Speech Language Pathologists in Autism Spectrum Disorders</b></p> <p><i>Primary Presenter: Kelly Schaffer</i></p> <p><i>Co-Presenters: Cynthia Pearl, Eleazar Vasquez</i></p> <p>Project ASD is an OSEP funded grant developed to prepare Exceptional Education Teachers and Speech Language Pathologists in Autism Spectrum Disorders, with a unique multidisciplinary approach. This presentation is a review of the interdisciplinary events, activities, and lessons learned from Project ASD in the first year of operation.</p>	Astor III - Board 03
8:00am – 8:50am	I	<p><b>Supporting English Learners with Learning Disabilities</b></p> <p><i>Primary Presenter: SUHEYLA SARISAHIN</i></p> <p>English learners (ELs) with learning disabilities (LD) need effective academic and linguistic strategies to strengthen their reading comprehension. Thus, it is critical for educators to implement strategies that also enhance students’ developing English proficiency. Strategies consist of interactive discussions and activities to support the reading of students will be shared.</p>	Astor III - Board 06

8:00am – 8:50am	I	<b>Teacher perspectives of year-long professional development in inclusive elementary computer science</b> <i>Primary Presenter: Cathy Thomas</i> This poster presents findings from a qualitative study. Participants included 12 Grade 4 teachers from a large, highly diverse, urban district in the Southwest. Participants were individually interviewed about their experiences in learning to teach elementary computer science to students without, with, and at-risk for disabilities.	Astor III - Board 01
8:00am – 8:50am	I	<b>Universal Design for Learning: Enhancing Online Learning Through Student Choice</b> <i>Primary Presenter: Kathleen Boothe</i> <i>Co-Presenters: Ruby Owiny</i> This presentation will share research which examined the impact of a UDL project. Data were analyzed to determine the impact of the project on student learning and perceptions of the project. Results indicate positive outcomes in the areas of the impact on student learning and overall perceptions of the project.	Astor III - Board 02
8:00am – 8:50am	I	<b>Universal Design for Learning: Multiple Means of Representation in Early Childhood Classrooms</b> <i>Primary Presenter: Katrina Hovey</i> To meet the needs of diverse and exceptional learners, teachers must utilize developmentally appropriate practices. Universal Design for Learning is a proactive approach to addressing the needs of exceptional learners by ensuring all students have access to the curriculum. This presentation provides evidence-based practices related to multiple means of representation.	Astor III - Board 07
8:00am – 8:50am	M	<b>Hosting a TED Conference 101</b> <i>Facilitator: Cynthia Watkins</i>	Royal Board Room
8:00am – 8:50am	M	<b>VA State Subdivision of TED - Cancelled</b> <i>Facilitator: Kat Alves</i>	Astor 1
8:00am – 8:50am	E	<b>A Dynamic Team: Connecting High Leverage Practices and Literacy Content to Support Teacher Candidates and Enhance Learning Outcomes for Students with Disabilities</b> <i>Primary Presenter: Julie Reneau</i> <i>Co-Presenters: Pam Pittman</i> Participants will observe how Special Education and Reading Specialist graduate program faculty collaborate to support pre-service and in-service teacher candidates' implementation of high leverage practices, including cognitive and metacognitive strategies, scaffolded supports, and instructional technology to enhance literacy skills of students with disabilities.	St. Ann
8:00am – 8:50am	E	<b>Are Your Candidates Ready for the Reality of Schools? Six Essential Co-Teaching Understandings They Should Demonstrate</b> <i>Primary Presenter: Marilyn Friend</i> Co-teaching has become such a common service option for students with disabilities that novice special educators must be completely prepared to navigate its complexity. This session will outline and encourage discussion of at least six key co-teaching understandings that early career special educators should be prepared to articulate and implement.	St. Charles Ballroom A
8:00am – 8:50am	E	<b>Comparing the Efficacy of Different Approaches to Delivering Performance-Based Feedback</b> <i>Primary Presenter: Jennifer Ottley</i> <i>Co-Presenters: Laura McCorkle</i> We will present three approaches to delivering performance-based feedback to practitioners by summarizing two, alternating treatment single-case design studies. In these studies, we compared the efficacy of different feedback models on practitioners' use of evidence-based strategies that aligned with DEC Recommended Practices and children's communicative and social-emotional development.	Grand Ballroom C
8:00am – 8:50am	E	<b>Creation of a Special Educator Evaluation Tool Based on CEC Preparation Standards</b> <i>Primary Presenter: Elizabeth Potts</i> <i>Co-Presenters: Susan Bashinski</i> Recognizing that many teacher evaluation tools center around the skills and knowledge of general educators, we created an evaluation tool specific to what special educators need to know and do. This session presents the process taken, starting with the CEC Initial Preparation Standards and including pilot usage and feedback loops.	St. Louis

8:00am – 8:50am	<p><b>E Inclusive College Programs for Students Labeled with Intellectual Disabilities in the U.S.: Overview and Examination of Programmatic Inclusion and Access</b></p> <p><i>Primary Presenter: Ashley Johnson</i>  <i>Co-Presenters: Sarah Watt</i></p> <p>The purpose of this presentation is to provide an overview of more than 250 reviewed college programs for students labeled with intellectual disabilities in the U.S. A qualitative comparison of the types of programs identified through the study and a case study of a fully inclusive program will be highlighted.</p>	Iberville
8:00am – 8:50am	<p><b>E People, Passion and Lessons Learned: Expanding Opportunities for Students with Sensory Disabilities through A Collaborative Educator Preparation Program</b></p> <p><i>Primary Presenter: Karen Koehler</i>  <i>Co-Presenters: Margaret L Briley, Doug Sturgeon</i></p> <p>This session describes how Ohio is responding to statewide shortages of special educators through the development of teacher preparation programs in the area of low incidence sensory disabilities. Participants will learn about the successes and lessons learned from the development and implementation of the three cycles of the licensure program.</p>	Toulouse A
8:00am – 8:50am	<p><b>E Please Stay! A new way of looking at special educator retention</b></p> <p><i>Primary Presenter: Jennifer Sears</i>  <i>Co-Presenters: Kyena Cornelius, Carlos Flores, Kathy Randolph, Jennifer Walker</i></p> <p>The attrition of special education teachers is not new and neither are the strategies used to address it. Unfortunately, those strategies clearly haven't been working. Instigated by a mini-grant from AERA and TED, this session will present some unique, out-of-the-box possibilities for retaining new special education teachers.</p>	Toulouse B
8:00am – 8:50am	<p><b>E Teacher Shortages in Special Education: A National Review of the Data</b></p> <p><i>Primary Presenter: Jacqueline King</i>  <i>Co-Presenters: Jacqueline Rodriguez</i></p> <p>In general, teaching is now perceived as a less prestigious, and financially rewarding, career than other professions. Additionally, the preparation and licensure process can become expensive and burdensome for potential candidates from low-income backgrounds. This new data analysis demonstrates what types of institutions and degrees special education candidates are pursuing.</p>	Burgundy
8:00am – 8:50am	<p><b>E To the Brain and Beyond: Creating a Trauma Resilient Classroom Certificate Program</b></p> <p><i>Primary Presenter: Jennie Long</i>  <i>Co-Presenters: Melissa Gerleman, Kelly O'Neal-Hixson</i></p> <p>Nearly two out of three students experience trauma and it often affects their focus, behavior, and success in the classroom. Professionals in education must have knowledge on how to respond to trauma. This session will provide the process our university has followed to create a 15-hour Trauma Certificate program.</p>	Chartres
8:00am – 8:50am	<p><b>E Training pre-service special education teachers to teach reading to students with mild to moderate disabilities.</b></p> <p><i>Primary Presenter: Tiffany Peltier</i></p> <p>The results of a study examining the knowledge of pre-service teachers (PSTs) before and after a special education reading course and the effect PST posttest knowledge had on norm-referenced reading skills of elementary students they tutored will be presented. Implications for special education and reading preparation programs will be shared.</p>	St. Charles Ballroom B
8:00am – 8:50am	<p><b>E Using data analytics and teacher perceptions to improve teacher professional development</b></p> <p><i>Primary Presenter: Alexandria Sweers</i>  <i>Co-Presenters: Kelly Acosta, Amber Benedict, Hyojong Sohn</i></p> <p>We provide teacher educators information on using teacher perceptions and data analytics to improve a hybrid professional development (PD). The PD included online evidence-based reading practices with face-to-face lesson study sessions. Specifically, we demonstrate how we used data to refine our PD and target activities to improve teacher learning.</p>	Conti
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8:00am – 8:50am	E	<b>Using Site-based Courses to Enhance University Student Learning about Emotional and Behavioral Disorders</b> <i>Primary Presenter: Kristine Larson</i> <i>Co-Presenters: Amrita Chaturvedi</i> Students with EBD typically face significant academic and behavioral challenges. Furthermore, school staff often feel ill-equipped to support these students' needs. In this session, presenters will describe a site-based experience embedded within two university doctoral courses to support students with challenging behaviors. Implications for research in teacher education are discussed.	Bourbon
8:00am – 8:50am	E	<b>When needs collide: Unmasking mutually beneficial collaborative opportunities</b> <i>Primary Presenter: Cori More</i> <i>Co-Presenters: Hazim Aal Ismail, Claire Tredwell</i> This presentation provides an overview of the unique collaborative process to provide internship opportunities, intensive intervention, professional development and research opportunities at an inclusive preschool campus. The discussion will address the processes used to develop the partnership as well as the benefits and outcomes of the collaboration.	Astor 2
8:00am – 8:50am	O	<b>How Didst Thou Inspire? The Impact of Ed Boe and the Analysis of the Special Education Teacher Workforce</b> <i>Primary Presenter: Ed Boe</i> <i>Co-Presenters: Bonnie Billingsley, Michael Rosenberg, Paul Sindelar, Loretta Mason Williams</i> As an homage to Dr. Boe's "Wither Didst Thou..." papers, this session, moderated by Paul Sindelar, honors the contributions of Ed Boe to our field.	Grand Ballroom A
8:00am – 8:50am	T	<b>Service-learning: Integrating New Experiences in Special Education Teacher Preparation</b> <i>Primary Presenter: Heather H. Smith</i> Have you considered service-learning in your program as a possible transformational, course-embedded, experiential learning opportunity? Special education teacher preparation programs have long engaged in many forms of effective, evidence-based, experiential learning such as field experience/practica and extended clinical practice/internship (Darling-Hammond & Oakes, 2019). Evidence is growing in support service-learning.	Bienville
8:00am – 8:50am	T	<b>Truly inclusive college courses for students with intellectual disabilities</b> <i>Primary Presenter: Ashley Rodrigues</i> This presentation offers a synopsis of effective models of transition applied at Bridgewater State University and focused on integrating individuals with intellectual disabilities (ID). These include a college inclusion model where students with ID are fully assimilated into typical college courses. Relevant supporting research will be discussed.	Bienville
8:00am – 8:50am	T	<b>You will need to get on a 17- hour flight to get to School on Monday: Teacher Candidates with Student Teaching experiences in New Zealand</b> <i>Primary Presenter: Bethany McConnell</i> Teacher candidates' themes of growth are shared, in context to social diversity with a New Zealand student teaching experience. Enhancing diverse experiences and promote a global society compared to the social dynamic of teacher candidates' life experiences.	Bienville
8:00am – 2:00pm	S	<b>SSEPC Silent Auction</b> <i>Facilitator: Ruby Owiny</i>	Astor Foyer
9:00am – 9:50am	Y	<b>Keynote: Jane West</b> <i>Primary Presenter: Jane West</i>	Grand Ballroom D
10:00am – 10:50am	C	<b>Addressing the disproportionality of racially/ethnically and linguistically diverse students in special education for practitioners</b> <i>Primary Presenter: Melissa Cuba</i> <i>Co-Presenters: Monique Matute-Chavarria, Joshua Taylor</i> Despite special education policies that monitor racial disparities, students who are racially/ethnically and linguistically diverse are disproportionately represented in special education in K-12 schools. In this session, presenters will discuss evidence-based practices and policies to address disproportionality within a multiple-tiered system of support (MTSS) framework.	Astor III - Table 08

10:00am – 10:50am	<p><b>C Changing Self Injurious Behavior into Communication</b>  <i>Primary Presenter: Jennifer Buchter</i>  <i>Co-Presenters: Cori More</i></p> <p>It is estimated that 4%- 53% of young children engage in self injurious behavior suggesting these behaviors exist but go unrecognized. For young children, SIB that begins in early childhood may persist and worsen over time through inadvertent reinforcement. Awareness and intervention is critical during the early childhood years.</p>	Astor III - Table 04
10:00am – 10:50am	<p><b>C Could's, Should's, and Purpose: A Metacognitive Support Approach for Teacher and Student Mental Health</b>  <i>Primary Presenter: Claire Hughes</i></p> <p>This session will provide metacognitive behavioral interventions for teachers who are concerned about mental health issues in themselves and their students. Using a framework of "Hear/Say", teachers will be able to identify warning signs of rigid, negative thinking and provide alternative phrases and thinking concepts.</p>	Astor III - Table 05
10:00am – 10:50am	<p><b>C Developing a Collaborative Bilingual Teacher Education Program</b>  <i>Primary Presenter: Gliset Colon</i></p> <p>This session will demonstrate how collaboration between a local school district, community members, university, and other stakeholders can lead to the development of a quality bilingual teacher education program. This bilingual extension will allow bilingual teachers to work with ELLs with and without disabilities in both monolingual and bilingual settings.</p>	Astor III - Table 03
10:00am – 10:50am	<p><b>C Preparing Teachers for Trauma Informed Instruction</b>  <i>Primary Presenter: Delar Singh</i></p> <p>This presentation heightens awareness about the need to prepare special education teachers for trauma informed instruction. It reviews research on the impact of trauma on children. It also discusses evidence based strategies for trauma informed instruction and trauma sensitive classrooms.</p>	Astor III - Table 01
10:00am – 10:50am	<p><b>C Project WINS: What Inclusion Needs to Succeed</b>  <i>Primary Presenter: Kimberly Hile</i></p> <p>Early childhood educators in inclusive programs are tasked with preparing children with disabilities for kindergarten, often without formal special education backgrounds. Participants will discuss strategies employed by educators from the nation's highest ranked pre-k program to fully include all children. Successes, challenges, and professional development needs will be highlighted.</p>	Astor III - Table 02
10:00am – 10:50am	<p><b>C Tic Disorders and Odd Behaviors</b>  <i>Primary Presenter: Susan Courey</i></p> <p>Tourette Syndrome (TS) is a childhood onset neuropsychiatric disorder characterized by motor and vocal tics. Teachers commonly misunderstand TS to be a behavioral/emotional condition, rather than neurological. This presentation will assist educators and support providers in recognizing the complex symptoms of (TS) and co-occurring conditions like ADHD and OCD.</p>	Astor III - Table 09
10:00am – 10:50am	<p><b>C Using E-peer Coaching to Facilitate Performance Feedback in an Early Field-based Introductory Special Education Course</b>  <i>Primary Presenter: Jessica Gugino</i>  <i>Co-Presenters: Sharon Raimondi</i></p> <p>Promising practices in teacher preparation include coaching and video-facilitated feedback. Additionally, technology enables us to augment field experiences in innovative ways. An intervention utilizing these features is currently being used in an introductory special education course. Emerging research on this intervention and implementation considerations will be discussed in this session.</p>	Astor III - Table 06
10:00am – 10:50am	<p><b>C Utilizing Simulation Technology to Prepare Early Childhood Educators for Workplace Realities: Working with Families, Special Education, &amp; Cultural Considerations</b>  <i>Primary Presenter: Talya Drescher</i></p> <p>Mixed reality simulation (MRS) provides realistic experiences outside clinical practice and in the classroom with instructor support. This study examines one Early Childhood Studies class' response to a MRS simulation in which they engaged in a pre-school parent conference; the focal child has identified disabilities. Findings and implications are discussed.</p>	Astor III - Table 10

10:00am – 10:50am	<p>I <b>Development and Evaluation of Teacher Rater and Assessment Instrument for Teachers of Students with Significant Disabilities (TRAIT-SD)</b> <span style="float: right;">Astor III - Board 08</span>  <i>Primary Presenter: Karina Cooper-Duffy</i>  <i>Co-Presenters: Larry Fisher</i></p> <p>The purpose of this study was to develop and evaluate the TRAIT-SD. The TRAIT-SD is an evaluation instrument for teachers of students with significant disabilities based on best practices in the field of special education. This instrument is implemented through the use of direct observation, interviewing, and review of documents.</p>
10:00am – 10:50am	<p>I <b>Electronic Self-Monitoring for High School Students</b> <span style="float: right;">Astor III - Board 07</span>  <i>Primary Presenter: Skip Kumm</i>  <i>Co-Presenters: Kristine Jolivet, Sara Sanders</i></p> <p>In this study, I examined whether an electronic self-monitoring intervention was effective at improving academic engagement and respectful behavior for high school students who had an IEP for a high incidence disability and also displayed externalizing behavior in a general education classroom.</p>
10:00am – 10:50am	<p>I <b>General and Special Education Teacher Collaboration: Perspectives and Strategies</b> <span style="float: right;">Astor III - Board 01</span>  <i>Primary Presenter: Sally Barton-Arwood</i>  <i>Co-Presenters: Alexandra Da Fonte, Kim Paulsen</i></p> <p>With a focus on inclusive education, teachers have responsibilities for positive outcomes for all students, including students with disabilities. This interactive paper will provide an overview of pre-service teacher perspectives about general and special education collaboration and strategies to support successful partnerships to unmask the potential of effective educators.</p>
10:00am – 10:50am	<p>I <b>Meeting FACES and Building Partnerships: A Community-Based Workshop to support Underrepresented Families of Children with Autism</b> <span style="float: right;">Astor III - Board 04</span>  <i>Primary Presenter: Jamie Pearson</i></p> <p>In an effort to strengthen family agency, parent-professional partnerships, and minority families' access to services, Meeting FACES was held as a half-day workshop comprised of parent-provider meet and greets and informational sessions. Findings related to participants' knowledge of available services and satisfaction with Meeting FACES will be discussed.</p>
10:00am – 10:50am	<p>I <b>Parent perception of power in IEPs</b> <span style="float: right;">Astor III - Board 09</span>  <i>Primary Presenter: Belkis Choiseul-Praslin</i></p> <p>A nation-wide survey on parent perceptions of IEP team member dynamics reveals majority of parents surveyed perceive some level of power imbalance. While parent satisfaction with the IEP process seems to be relatively moderate, many indicated feeling coerced into educational decisions, and have low trust in decisions of teachers.</p>
10:00am – 10:50am	<p>I <b>Preparing High-Quality OSEP Personnel Preparation Grants: Strategies and Opportunities for Success</b> <span style="float: right;">Astor III - Board 10</span>  <i>Primary Presenter: Harriet Able</i>  <i>Co-Presenters: Jennifer Kilgo, Rebecca McCathren</i></p> <p>This session will focus on strategies for developing successful Office of Special Education Program (OSEP) Personnel Preparation grants. Tips for designing innovative graduate level personnel preparation programs will be shared. Grant strategies for providing full student support and the development of programs based on high leverage practices will be described.</p>
10:00am – 10:50am	<p>I <b>Special Educator Teacher Candidate Preparation in Reading: A Statewide Examination</b> <span style="float: right;">Astor III - Board 06</span>  <i>Primary Presenter: Nicole Fenty</i></p> <p>The purpose of this study was to examine special education teacher candidates' beliefs, feelings of self-efficacy, and knowledge surrounding reading. Researchers surveyed teacher candidates across several pre-service special education preparation programs in a northeastern state. Findings suggest that teacher candidates believe they need additional training in reading.</p>
10:00am – 10:50am	<p>I <b>The Effects of Content Acquisition Podcasts on Preservice Teachers' Use of Behavior-specific Praise</b> <span style="float: right;">Astor III - Board 05</span>  <i>Primary Presenter: Rhonda Miller</i></p> <p>The session will describe the results of a study done with preservice teachers using content acquisition podcasts (CAPs, Kennedy, Hart, &amp; Kellems, 2011) plus coaching feedback to provide training in the use of behavior-specific praise statements. Implementation of the intervention and implications for practice will be discussed.</p>

10:00am – 10:50am	I	<p><b>The Relationship Between Teacher Linguistic Knowledge, Spelling Instructional Practices, and Student Spelling Performance for Second and Third Grade Struggling Spellers</b></p> <p><i>Primary Presenter: Alison Puliatte</i>  <i>Co-Presenters: Melissa Martin</i></p> <p>Relationships between teachers' (N=32) linguistic knowledge, spelling instructional practices, and students' (N= 276) spelling gains were examined. Results indicated several areas of teacher knowledge and practice that were significant predictors of spelling gains for weaker spellers. Implications for pre-service teacher education programs will be discussed.</p>	Astor III - Board 02
10:00am – 10:50am	I	<p><b>Web-Based Observations for Rural SPED Teacher Candidates</b></p> <p><i>Primary Presenter: Marla Lohmann</i></p> <p>Rural schools are facing a critical shortage of qualified teachers and teacher preparation programs must find ways to address this need. Video observations may provide a solution. This poster presents the benefits and drawbacks of remote teacher candidate observation from the perspectives of both teacher candidates and university supervisors.</p>	Astor III - Board 03
10:00am – 10:50am	M	<p><b>Paraeducator SIG</b></p> <p><i>Primary Presenter: Ritu Chopra</i>  <i>Facilitator: Ritu Chopra</i></p>	Royal Board Room
10:00am – 10:50am	E	<p><b>Applying a Cognitive Apprenticeship Model to Inservice Teacher Professional Development to Increase Inclusive Practices</b></p> <p><i>Primary Presenter: Randa Keeley</i>  <i>Co-Presenters: Patricia Flint, John Romig</i></p> <p>Researchers used a comprehensive support program adhering to the cognitive apprenticeship framework (i.e., modeling, coaching, and scaffolding) to facilitate professional development for inservice teachers teaching in inclusive classrooms. Participants were observed for the type, duration, and frequency of inclusive practices implemented in instruction after receiving professional development.</p>	Astor 2
10:00am – 10:50am	E	<p><b>Can examining Pinterest assist in closing the research to practice gap?</b></p> <p><i>Primary Presenter: Lysandra Cook</i>  <i>Co-Presenters: Lydia Beahm</i></p> <p>We examined pins related to reading instruction for struggling students. Results indicate the vast majority of pins present accessible materials, provide steps for implementation and are presented as trustworthy based on the pin author's relevant experience as a practitioner rather than research.</p>	Astor 1
10:00am – 10:50am	E	<p><b>Creating and Sustaining an Online Graduate Program in Special Education</b></p> <p><i>Primary Presenter: Katie Hoffman</i>  <i>Co-Presenters: Laura Bray, Kate McKinnon, Paul Riccomini</i></p> <p>Online programming provides access to higher education. Responsible online programming requires attention to effective instructional design and delivery and support to faculty and learners. We will describe the creation of a program that serves and supports adult graduate learners around the globe to work with individuals with special needs.</p>	Burgundy
10:00am – 10:50am	E	<p><b>Designing with UDL: Preservice Teachers Experiences and Outcomes</b></p> <p><i>Primary Presenter: K. Alisa Lowrey</i></p> <p>The application of the Universal Design for Learning (UDL) framework in preservice teaching experiences has had limited measurement. To address that gap, researchers designed a multi-faceted study examining the implementation of UDL with 245 preservice teachers across all content areas during their student teaching phase.</p>	Iberville
10:00am – 10:50am	E	<p><b>Designing Writing Instruction with and for Teachers and Students</b></p> <p><i>Primary Presenter: Kelley Regan</i>  <i>Co-Presenters: Anya Evmenova</i></p> <p>We describe results from focus groups of writing experts, K-12 teachers, and students with diverse learning needs who helped to conceptualize the development of a series of instructional videos to teach persuasive writing. The process of curriculum development will be shared as well as a prototype of the video series.</p>	Chartres

10:00am – 10:50am	<p><b>E Identifying Best Practices in Preservice Preparation for High Leverage Practice: Collaboration</b> <span style="float: right;">Bienville</span></p> <p><i>Primary Presenter: Lisa Simpson</i>  <i>Co-Presenters: Andrea Golloher, Matthew Love</i></p> <p>This iterative study examined the impact of cross-disciplinary collaboration assignments on general education and special education preservice candidates' development of collaboration. Results suggest such activities are valuable to candidates but more work is needed to adequately prepare candidates to engage in cross-disciplinary collaborative work as they enter the field.</p>
10:00am – 10:50am	<p><b>E Interagency Collaboration: Paving the Way for Schools, Families, and Community Partners to Engage in Authentic Partnerships</b> <span style="float: right;">St. Charles Ballroom B</span></p> <p><i>Primary Presenter: Jeffery Anderson</i></p> <p>While community-based interventions have been shifting from intervention to prevention to promoting healthy outcomes for all students, schools have had limited success in sustaining these efforts. Interagency collaborative models that have shown success in improving coordination among systems and with schools are presented and implications for teacher education are discussed.</p>
10:00am – 10:50am	<p><b>E Introducing High Leverage Practices to Pre- and Inservice Teachers: A Collaborative Statewide Approach</b> <span style="float: right;">Toulouse B</span></p> <p><i>Primary Presenter: Melissa Driver</i>  <i>Co-Presenters: DaShaunda Patterson, Kate Zimmer</i></p> <p>The purpose of this presentation is to describe a professional learning series with the support the state department of education and the CEEDAR Center. This series included an overview of high leverage practices for students with disabilities, strategies and resources promoting HLP implementation, collaboration between pre- and inservice stakeholders.</p>
10:00am – 10:50am	<p><b>E Opportunities to Learn in Special Education Teacher Preparation: Distinctions Between Instructional and Collaborative Practice</b> <span style="float: right;">Bourbon</span></p> <p><i>Primary Presenter: Hannah Morris-Mathews</i>  <i>Co-Presenters: Wendy Rodgers</i></p> <p>To prepare special educators for complex roles, opportunities to learn (OTL) high leverage practices for instruction and collaboration are imperative. Using survey data, we highlight the extent of SETCs' OTL instructional and collaborative practices. Drawing on interview data, we highlight how the nature of OTL varies across instruction and collaboration.</p>
10:00am – 10:50am	<p><b>E Paraprofessional-Implemented Function-based Interventions: Results and Implications</b> <span style="float: right;">Conti</span></p> <p><i>Primary Presenter: Reem Muharib</i></p> <p>In this presentation, we will report on a study in which we coached a paraprofessional who had no formal training in special education to implement two function-based interventions with a student with autism who engaged in challenging behavior. Implications for future research and teacher education will be discussed.</p>
10:00am – 10:50am	<p><b>E Personalized Professional Development? Designing Professional Development Tailored to Teachers' Perceptions and Contexts</b> <span style="float: right;">Grand Ballroom C</span></p> <p><i>Primary Presenter: Alexandra Lauterbach</i>  <i>Co-Presenters: Amber Benedict</i></p> <p>Research in professional development (PD) has demonstrated difficulty in changing teachers' practice, likely because PD efforts have not been responsive to teachers' contexts. In this study, we present an example of how needs assessments can be a tool in the development of high quality, responsive PD.</p>
10:00am – 10:50am	<p><b>E Preparing Culturally Responsive Educators</b> <span style="float: right;">Grand Ballroom A</span></p> <p><i>Primary Presenter: Dia Jackson</i>  <i>Co-Presenters: Erica McCray</i></p> <p>To meet the needs of the all students, teacher candidates must be prepared to employ evidence-based practices and high leverage practices within a culturally responsive framework. Presenters will describe how culturally responsive practices can be integrated into teacher preparation using CEEDAR's Culturally Responsive Education Course Enhancement Module.</p>

10:00am – 10:50am	E	<b>Teaching pre-service special education teachers high leverage practices to improve student outcomes in inclusive P-12 settings</b> <i>Primary Presenter: Todd Whitney</i> <i>Co-Presenters: Kera Ackerman</i> Special educators must employ highly effective practices in order to meet the needs of their students with complex academic and behavioral difficulties. This session highlights the efforts of two institutions to ensure pre-service special educators learn high leverage practices for students with learning and behavior disorders in inclusive settings.	Toulouse A
10:00am – 10:50am	O	<b>AACTE Diversity, Equity, and Inclusion Initiatives</b> <i>Primary Presenter: Jacqueline Rodriguez</i> <i>Co-Presenters: Jane West</i> This Q&A session includes a brief description of four AACTE initiatives in diversity, equity, and inclusion. Each provides strategies and lessons related to diversifying the educator workforce, supporting inclusive practices, and leading for equity. Participants will be provided opportunities to ask questions regarding each initiative and engage with other participants.	Grand Ballroom D
10:00am – 11:50am	M	<b>AERA Research Mini-Conference Work Group</b> <i>Facilitator: Marcia Rock, Bonnie Billingsley, Lisa Dieker, Melinda Leko</i>	St. Charles Ballroom A
11:00am – 11:50am	C	<b>A Meta Analysis of Reading Interventions for Students with Emotional/Behavioral Disorders: The Role of Between Case Effect Sizes</b> <i>Primary Presenter: Argue Chitiyo</i> <i>Co-Presenters: Andy Markelz</i> The increased need for instructional practices supported by scientific evidence has resulted in increased emphasis of Evidence Based Practice (EBP) in Special Education. In order to identify EBPs, researchers largely rely on meta-analyses and systematic reviews. This meta-analysis evaluated reading interventions for students with EBD using Between Case Effect Sizes.	Astor III - Table 02
11:00am – 11:50am	C	<b>Co-Teaching Methods Courses to Provide Cohesive Content</b> <i>Primary Presenter: Kiersten Hensley</i> <i>Co-Presenters: Dana Wagner</i> Presenters will lead discussion on providing a cohesive approach to teaching reading and math methods courses. This approach allows students to view a model of co teaching and collaboration that is often stressed to special education teachers, but not always seen in practice, while emphasizing High-Leverage Practices across content areas.	Astor III - Table 06
11:00am – 11:50am	C	<b>Engaging Stakeholders for Program Evaluation and Improvement</b> <i>Primary Presenter: Laurie Andrews</i> <i>Co-Presenters: Stacy Dymond</i> Special education teacher preparation programs are accountable to their stakeholders and additionally need frequent, meaningful input from their stakeholders for program improvement. To make the most of stakeholder groups, who should be included and how can programs encourage engagement and meaningful feedback?	Astor III - Table 03
11:00am – 11:50am	C	<b>From the Schoolhouse to the Big House: Disciplinary Exclusion and Punitive Policies versus Inclusion and Culturally Responsive Practices</b> <i>Primary Presenter: Starr Keyes</i> This session will explore issues of intersectionality regarding the academic success of underserved populations. In particular, how multiple variables contribute to the perpetuation of the school-to-prison pipeline. One will share regional, state, and national disciplinary exclusion data and discuss what teachers can do to combat this issue.	Astor III - Table 04
11:00am – 11:50am	C	<b>General and Special Educators Collaborate to Infuse HLPs into Teacher Preparation Using a PDS Model</b> <i>Primary Presenter: Debi Gartland</i> Are you struggling to find ways to implement High-Leverage Practices (HLPs) into coursework and fieldwork in your already-packed program? Join in the discussion as I share information about how our Small Special Education Program is successfully infusing HLPs, getting general and special educators to collaborate in our Professional Development School.	Astor III - Table 07

11:00am – 11:50am	<b>C Strategies that Increase Self-Determination Skills for Culturally and Linguistically Diverse Students with Disabilities</b>	Astor III - Table 01
	<i>Primary Presenter: Lydia Gerzel-Short</i> <i>Co-Presenters: Katrina Hovey, Jerae Kelly, Rhonda Miller, Yan Wei</i>	
	<p>The connection between self-determination and transition planning is critical for students with disabilities particularly those from culturally and linguistically diverse (CLD) families. This presentation presents strategies for students with disabilities who are from CLD backgrounds in the areas of self-determination and motivation as related to autonomy, competence, and relatedness.</p>	
11:00am – 11:50am	<b>C The Clarification of Special education Referrals for English Learners</b>	Astor III - Table 9
	<i>Primary Presenter: Jorge Preciado</i> <i>Co-Presenters: Jennifer Norton</i>	
	<p>The presentation will provide practitioners with information regarding evidence-based literacy practices, the connection between literacy and language acquisition, and guidelines for determining special education referrals for English Learners.</p>	
11:00am – 11:50am	<b>C The Effects of Comprehension Instruction on Students with Complex Communication Needs</b>	Astor III - Table 8
	<i>Primary Presenter: Kathryn Haughney</i> <i>Co-Presenters: Stephanie Devine</i>	
	<p>Evidence has emerged to affirm cross-modal generalization between listening comprehension instruction and communicative turn-taking. This presentation will examine a study that investigated the effects of systematic, text-based listening comprehension instruction for students with moderate to severe disabilities, measuring both listening comprehension responses and communicative turn-taking using the same content.</p>	
11:00am – 11:50am	<b>C Unmasking Teacher Candidate Potential for Data Discussions!</b>	Astor III - Table 10
	<i>Primary Presenter: Heather Wizikowski</i> <i>Co-Presenters: Joanne M. Van Bostel</i>	
	<p>How often do preservice programs give candidates the chance to discuss data? Candidates show a lack of confidence in this area, well into their first critical years of teaching. One teacher prep program created an Education Specialist Symposium where students presented data findings to peers and guests...and it worked!</p>	
11:00am – 11:50am	<b>C Virtually Savvy!</b>	Astor III - Table 05
	<i>Primary Presenter: Cheryl Sjoström</i>	
	<p>Technology for internet-based observation is quickly becoming an alternative for teacher preparation programs providing supervision of pre-service teachers. This "Conversation Session" will highlight recent research in the field of virtual supervision, discuss effectiveness and provide participants an opportunity to pose questions, share best practices and collaborate on strategic implementation.</p>	
11:00am – 11:50am	<b>I Don't Break the Bank: Free Transition Education Tools</b>	Astor III - Board 05
	<i>Primary Presenter: Malarie Deardorff</i> <i>Co-Presenters: Belkis Choiseul-Praslin</i>	
	<p>The University of Oklahoma's Zarrow Center houses numerous resources devoted to the promotion of successful transition outcomes for students with disabilities. This presentation showcases the available resources to promote transition education. Materials, including curriculum, lessons, activities, and transition assessments, found on the site and are available free of charge.</p>	
11:00am – 11:50am	<b>I Effective Professional Development in Mathematics Instruction for Students with Special Needs</b>	Astor III - Board 07
	<i>Primary Presenter: Soyoun Park</i>	
	<p>Effective professional development in mathematics instruction for students with learning disabilities (LD) and culturally/linguistically diverse learners (CLD) will be addressed. The main themes include evidence-based interventions, on-going assessments, and instructional modifications. Teachers will learn evidence-based strategies for students with LD and CLD and this will continue to encourage lifelong learning.</p>	
11:00am – 11:50am	<b>I Examining Pre-Service Teacher Self Efficacy, Teacher Preparation Programs, and Teacher Performance</b>	Astor III - Board 01
	<i>Primary Presenter: Melissa Martin</i> <i>Co-Presenters: Alison Puliatte, Genny Wise</i>	
	<p>Researchers examined the self-efficacy of pre-service teachers (N = 40) using the Teacher Self-Efficacy Scale (TSES; Tschannen-Moran &amp; Woolfolk, 2001) and compared the perceived self-efficacy to actual teacher performance (e.g., scores on the edTPA teacher certification exam) of participants to determine if programmatic changes are needed.</p>	

11:00am – 11:50am	I	<p><b>Followership in Special Education: Understanding the Concepts and Practices of Followership to Create Special Education Leaders</b></p> <p><i>Primary Presenter: Jonte Taylor</i></p> <p><i>Co-Presenters: Doris Hill, William Hunter</i></p> <p>This interactive presentation is designed to introduce the concept of followership and the roles that special education teachers play in the leadership-followership dynamic in schools. Further, this presentation will identify types of followers and provide support for how positive followership can develop leaders, increase collaboration, and improve overall school climate.</p>	Astor III - Board 06
11:00am – 11:50am	I	<p><b>High Leverage Practices for Supporting Teacher Candidates with Anxiety</b></p> <p><i>Primary Presenter: Julie Calzini</i></p> <p><i>Co-Presenters: Kristen DiGiovanni</i></p> <p>The examination of high leverage advising practices that address and alleviate anxiety in preservice teachers in order for them to have positive impact on students during field based experiences.</p>	Astor III - Board 02
11:00am – 11:50am	I	<p><b>Immediate versus delayed feedback: Why we should be using both in special education teacher preparation</b></p> <p><i>Primary Presenter: Heather H. Smith</i></p> <p><i>Co-Presenters: Martha D Elford, Susanne James</i></p> <p>As a teacher educator have you considered your use of delayed feedback in preparing special education teachers? While immediate, corrective feedback is an instructional go-to in special education practice receiving much attention in teacher preparation, new research warrants attention to opportunities for use of delayed feedback with adult learners.</p>	Astor III - Board 08
11:00am – 11:50am	I	<p><b>Inclusive Mathematics Teachers' Understanding and Implementation of Evidence-Based Practices</b></p> <p><i>Primary Presenter: Cynthia Griffin</i></p> <p><i>Co-Presenters: Lauren Wong</i></p> <p>This study was designed to explore teachers' persistent lack of understanding and implementation of evidence-based practices (EBPs) as they participated in an online professional development program that included opportunities for teachers to resolve their ambiguities about, and advance plans to apply, EBPs in their mathematics teaching in inclusive elementary classrooms.</p>	Astor III - Board 03
11:00am – 11:50am	I	<p><b>Learning About Writing Fluency Intervention with Practice-Based Professional Development and Remote Coaching</b></p> <p><i>Primary Presenter: Shawn Datchuk</i></p> <p><i>Co-Presenters: Derek Rodgers</i></p> <p>When teachers have the opportunity to improve student writing fluency, they need to make this limited time matter. We present teacher- and student-level results from a completed study. Following practice-based professional development and remote coaching, four teachers improved the writing fluency of eight students with learning disabilities.</p>	Astor III - Board 04
11:00am – 11:50am	I	<p><b>Survey of Special Education Teacher Candidates View of Their Personal Mental Health</b></p> <p><i>Primary Presenter: Erika Pinter</i></p> <p>Presenters will share findings from a recent survey entitled: "Survey of Teacher Candidates View of Their Personal Mental Health". The survey explores the mental-health related experiences and needs of teacher candidates majoring in special education in the state of Illinois.</p>	Astor III - Board 09
11:00am – 11:50am	M	<p><b>Early Career Faculty SIG</b></p> <p><i>Facilitator: Kyena Cornelius, Kathleen Randolph</i></p>	Astor 1
11:00am – 11:50am	P	<p><b>Across the Board: Comparing Special Education Doctoral Programs</b></p> <p><i>Primary Presenter: Shanon Taylor</i></p> <p><i>Co-Presenters: Tammy Abernathy, sharon goldrup</i></p> <p>The field of special education is at a crossroads, facing looming faculty retirements. It is critical that doctoral programs prepare scholars ready to assume roles that special education teacher education requires in this age of accountability. Are doctoral programs providing complete experiences that prepares future faculty for their new roles?</p>	Grand Ballroom C
11:00am – 11:50am	P	<p><b>The Foundation for Successful Evidence-Based Practices</b></p> <p><i>Primary Presenter: Mary Brownell</i></p> <p>We describe observation research involving teachers' current use of HLPs during writing and reading instruction; discuss the implications of this research for improving teacher education efforts; present new materials from the CEEDAR Center and Council for Exceptional Children designed to help teachers understand the intersection of evidence-based practices and high leverage practices.</p>	St. Charles Ballroom B

11:00am – 11:50am	<p><b>P Too few resources? Rethinking how we can improve doctoral and teacher education programs simultaneously</b></p> <p><i>Primary Presenter: Tammy Abernathy</i> <i>Co-Presenters: Shanon Taylor</i></p> <p>For smaller special education programs growing robust teacher education, masters and doctoral programs may deplete faculty resources. This project evaluated how we redesigned and grew our doctoral program by rethinking human resources and talent. Devoting resources to our doctoral program resulted in positive outcomes for our undergraduate teacher education program.</p>	Grand Ballroom C
11:00am – 11:50am	<p><b>P What Was Your Question? Recurring Themes in Special Educator's Use of Questioning Techniques</b></p> <p><i>Primary Presenter: Daisy Pua</i> <i>Co-Presenters: David Peyton</i></p> <p>In this presentation, we examine the extent to which the Framework for Teaching (FFT) is appropriate for use with special educators. Specifically, we analyze the pedagogical differences in use of questioning practices and student responses across special education lessons. We discuss implications for teacher accountability and development.</p>	Grand Ballroom C
11:00am – 11:50am	<p><b>U High Leverage Practices: The Foundation for Successful Evidence-Based Practices</b></p> <p><i>Primary Presenter: Mary Brownell</i> <i>Co-Presenters: Stephen Ciullo, Beth Hoffman, Michael Kennedy, James McLeskey</i></p> <p>High leverage practices (HLPs) are foundational for effectively implementing evidence-based practices (EPBs) with students with disabilities. In this presentation, we describe observation research involving teachers' current use of HLPs during writing and reading instruction; discuss the implications of this research for improving teacher education efforts; present new materials from the CEEDAR Center and Council for Exceptional Children designed to help teachers understand the intersection of evidence-based practices and high leverage practices; and provide an example of how teacher educators and state education department leaders in Arizona are helping teacher candidates understand how HLPs can be used to implement EPBs.</p>	St. Charles Ballroom B
11:00am – 11:50am	<p><b>E Closing the Gap Through Strong EPP/School District Partnerships</b></p> <p><i>Primary Presenter: Kim Paulsen</i> <i>Co-Presenters: Sally Barton-Arwood, Alexandra Da Fonte</i></p> <p>Two EPPs that have developed and implemented partnerships with several school districts will explain the process and outcomes of the partnership. The session will address: (1) individuals involved from both EPPs and districts; (2) specific prompts addressed; and (3) activities and materials use to implement the partnership will be shared.</p>	Conti
11:00am – 11:50am	<p><b>E Culturally-Based Service Learning to Promote Culturally Responsive and Social Justice Minded Special Educators</b></p> <p><i>Primary Presenter: Mimi Stalters</i></p> <p>Mixed methods investigated a culturally-based service-learning project, involving 86 pre-service teachers providing literacy instruction to 64 justice-involved youth with emotional disturbance and learning disabilities. The project aligned with a special education course emphasizing culturally responsive teaching and social justice issues. Data suggest perspectives and practices shifted resulting from the experience.</p>	Iberville
11:00am – 11:50am	<p><b>E Elementary Teacher Disrupting Disproportionality</b></p> <p><i>Primary Presenter: Jeanne Connelly</i> <i>Co-Presenters: Soo Ahn</i></p> <p>Disproportionate identification of students of color within IDEA requires that race and culture are addressed within discussions of discipline systems and teacher-student interactions; these are potential sites of change to reduce the discipline gap and disproportionality. Elementary teachers discussed their culturally responsive classroom management practices within a PBIS school.</p>	Burgundy
11:00am – 11:50am	<p><b>E Enhancing Teacher Candidates' Behavior Observation Skills via a Simulated Classroom Environment: A Scaffolded Process</b></p> <p><i>Primary Presenter: Shannon Budin</i> <i>Co-Presenters: Mary Catherine Scheeler</i></p> <p>Many educators enter classrooms feeling insecure/under-prepared to address challenging behaviors. To increase candidates' feelings of comfort and fluency identifying/monitoring challenging behaviors, we utilized a simulated classroom (TeachLive™) to practice operationally defining target behaviors, selecting appropriate data collection instruments, and utilizing inter-observer agreement protocols. Procedures and results will be shared.</p>	Astor 2

11:00am – 11:50am	<p><b>E Getting it right: Maximizing teacher effectiveness using errorless learning procedures</b></p> <p><i>Primary Presenter: Sara Snyder</i>  <i>Co-Presenters: Rachel Cagliani</i></p> <p>Errorless learning procedures are effective for teaching a variety of content to learners with ASD/ID. However, not much is known about how to best teach school staff to implement ELPs. We will review the literature in this area then model one strategy for teaching others to effectively implement ELPs.</p>	Bienville
11:00am – 11:50am	<p><b>E Impact of UDL Curriculum Integration on Teacher Candidates' Knowledge, Perceptions, and Attitudes</b></p> <p><i>Primary Presenter: Stacie Whinnery</i>  <i>Co-Presenters: Keri Fogle, Jennifer Mesa, Keith Whinnery</i></p> <p>A quasi-experimental, static-group comparison design was used to explore impacts of cross-disciplinary teacher education curriculum reform on candidate learning and attitudes at a regional comprehensive university in the Southeast U.S. Reform efforts focused on systematic integration of Universal Design for Learning to prepare candidates to effectively teach students with disabilities.</p>	Chartres
11:00am – 11:50am	<p><b>E Incorporating Assessment HLPs into Teacher Preparation Curriculum: From Policy to Assignment</b></p> <p><i>Primary Presenter: Brooke Lylo</i>  <i>Co-Presenters: Robin Drogan</i></p> <p>High-leverage practices (HLPs) serve as a guide for special educator preparation programs. Teacher educators take on the practical role of translating the four HLP components into course content. This session focuses on effective assessment practices and specific examples of instructional methods and assignments used to prepare teacher candidates.</p>	Bourbon
11:00am – 11:50am	<p><b>E Innovative and Interdisciplinary Teacher Education</b></p> <p><i>Primary Presenter: Suzanna Dillon</i>  <i>Co-Presenters: Leah Goudy, Scott McNamara</i></p> <p>Effective collaboration between teachers and related service providers is necessary to achieve meaningful outcomes for students with disabilities (Kowalski, Lieberman, &amp; Daggett, 2006). This presentation will share an innovative and interdisciplinary model currently being used to prepare preservice general and adapted physical educators and speech and language pathologists.</p>	St. Louis
11:00am – 11:50am	<p><b>E Preparing Teachers to Implement Intensive Interventions in High-Needs Schools</b></p> <p><i>Primary Presenter: Mary Little</i>  <i>Co-Presenters: Cynthia Pearl, Dena Slanda</i></p> <p>The implementation of MTSS frameworks varies across states, districts, and schools despite consensus on critical components. These variations impact the roles of special educators and have implications for preparation programs. This study followed 66 scholars who created, implemented, and evaluated school change efforts to enhance MTSS within their high-needs schools.</p>	Toulouse B
11:00am – 11:50am	<p><b>E Storybook reading in preschool: The impact of training pre-and in-service teachers to implement dialogic reading on early language and literacy skills</b></p> <p><i>Primary Presenter: Stephanie DeSpain</i></p> <p>The purpose of this presentation is to discuss the importance of dialogic reading, which is one method of shared reading that can be used to encourage children to actively participate in the reading process by using open-ended questions to expand children's comments and ideas about the book being shared.</p>	St. Ann
11:00am – 11:50am	<p><b>E What's New @ IRIS? All the Latest Resources and Online Tools</b></p> <p><i>Primary Presenter: Naomi Tyler</i></p> <p>Join our OSEP-funded center for a fun and informative look at our latest resources, fundamental skill sheets, online tools, and more! Whether quick primers on discrete skills or a powerful alignment tool for high-leverage practices, our new resources are flexible, practical, and innovative. Let's explore!</p>	Toulouse A
11:00am – 11:50am	<p><b>O Government Relations</b></p> <p><i>Primary Presenter: Jacqueline Rodriguez</i>  <i>Facilitator: Jacqueline Rodriguez</i></p>	Grand Ballroom D
11:00am – 11:50am	<p><b>O SSEPC Conversation Tables</b></p> <p><i>Primary Presenter: Ruby Owiny, Adam Moore</i></p> <p>To access materials from the presentation go to: <a href="https://docs.google.com/document/d/1UC34olp8idy2OWdBWdkv3is34X12GWIHMYC6SichU0l/edit?usp=sharing">https://docs.google.com/document/d/1UC34olp8idy2OWdBWdkv3is34X12GWIHMYC6SichU0l/edit?usp=sharing</a></p>	Grand Ballroom A

11:00am – 12:50pm	M	<b>HECSE Leadership Meeting</b> <i>Facilitator: Lisa Monda-Amaya</i>	Royal Board Room
12:00pm – 5:00pm	K	<b>Kaleidoscope Presentations</b> <i>Primary Presenter: Wilhelmina van Dijk</i> <i>Co-Presenters: Reem Muharib, David Peyton, Elizabeth Reyes</i> <i>Facilitator: Wilhelmina van Dijk</i>	Astor 3
1:00pm – 1:50pm	V	<b>Invited Session: 2019 TED Publication Award Winners</b> <i>Primary Presenter: Jessica Hagaman</i> <i>Co-Presenters: Katy Casey</i> This session will feature the 2019 TED Publication Award winners for their TESE article, "Teacher attrition in special education: Perspectives from the field."	Astor 1
1:00pm – 1:50pm	V	<b>Invited Session: Applying open science in teacher education</b> <i>Primary Presenter: Bryan Cook</i> <i>Co-Presenters: William Therrien</i> In this presentation, we will describe, present examples of, and provide resources for specific open practices such as preregistration, Registered Reports, data and materials sharing, open review, preprints, and crowdsourcing. We conclude with a discussion of how open science might be applied in research in teacher education.	Grand Ballroom D
1:00pm – 1:50pm	E	<b>An examination of the development of pre-service teachers' CBM graph interpretation skills</b> <i>Primary Presenter: Dana Wagner</i> <i>Co-Presenters: Kiersten Hensley</i> Presenters will share results from a study in which they examined the development of Special Education pre-service teachers' Curriculum Based Measurement progress monitoring graph interpretation skills over time. We anticipate the results and discussion will be of interest to teacher preparation researchers and instructors.	Chartres
1:00pm – 1:50pm	E	<b>Community Engaged Research: Exploring the Impact of a School-University Partnership</b> <i>Primary Presenter: Sharon Walters</i> <i>Co-Presenters: Shanna Hirsch</i> Our school-university partnership supports special education teachers and teacher candidates. Together we created a multi-phase, multi-year project to align with the districts' mission. In this session, we will share (a) tenets of our partnership, (b) strategies for prioritizing projects, and (c) results of a collaborative study with future directions.	Royal Board Room
1:00pm – 1:50pm	E	<b>Developing effective mentors: Necessities for creating cohesive learning opportunities in teacher development.</b> <i>Primary Presenter: Tara Ferland</i> <i>Co-Presenters: Meg Kamman, Paulsen Kim, Brownell Mary</i> This presentation describes the critical role effective mentors play in beginning teacher education and induction. Presenters describe the research underlying effective mentoring as well as evidence-based strategies that teacher education programs and school districts can use to improve the strategies of their mentor teachers in providing instructional and social/emotional support.	Burgundy
1:00pm – 1:50pm	E	<b>Disability as Blessing, Burden or Battle: Using Movies to Teach Perspectives of Disability</b> <i>Primary Presenter: Claire Hughes</i> This session explores how movies demonstrates the relationship between ability and disability in three different constructs: Disability and ability as a zero-sum in which the disability must be "beaten", ability that emerges from the struggle to live with a disability, and lastly, where the disability itself metamorphosizes into an ability.	St. Charles Ballroom B
1:00pm – 1:50pm	E	<b>G.E.T. Feedback - a theoretical framework for feedback to adult learners in teacher preparation</b> <i>Primary Presenter: Martha D Elford</i> <i>Co-Presenters: Susanne James, Heather Smith</i> Faculty seeks to deliver transformational feedback to teacher candidates. Feedback lacks effect if it falls on those unmotivated, unwilling, or not ready to learn. Examining our failures and successes with feedback, we recognized the need to consider our adult learners, how they receive and act on the feedback we give.	Toulouse A

1:00pm – 1:50pm	E	<p><b>He's just not that into you: forging fragile connections for inclusive education</b></p> <p><i>Primary Presenter: Molly Kelly</i></p> <p><i>Co-Presenters: Ashley Johnson, Jane Lance, Sarah Watt</i></p> <p>Evidence supports the efficacy of preparing all teacher candidates to work effectively with diverse student populations. Preparation requires shared goals and deep collaboration across faculty in general and special education yet some preparation programs remain separate. This session explores methods for bridging the gap between separate programs towards inclusive preparation.</p>	Iberville
1:00pm – 1:50pm	E	<p><b>High-Quality Individualized Education Programs: New Online Resources</b></p> <p><i>Primary Presenter: Naomi Tyler</i></p> <p><i>Co-Presenters: David Bateman, Mitchell Yell</i></p> <p>A U.S. Supreme Court case, <i>Endrew F.</i> (2017), has clarified the substantive standard for determining whether a student's individualized education program confers sufficient educational benefit. Join our OSEP-funded center for an overview of two interactive learning modules on high-quality IEPs, one for educators and one for administrators.</p>	Bourbon
1:00pm – 1:50pm	E	<p><b>Linking Preparation and Practice: Leadership and Policy Internship for Doctoral Students</b></p> <p><i>Primary Presenter: Whitney Hanley</i></p> <p><i>Co-Presenters: Annette Romualdo, Michael Rosenberg, Wilfred Wienke</i></p> <p>Partnerships developed between a large southeastern university and national educational organizations in Washington, D.C. Summer internships in leadership and advocacy enable highly qualified doctoral scholars to learn critical knowledge and skills necessary for leadership in the special education field. Details of the internship program and participants' experiences will be discussed.</p>	St. Louis
1:00pm – 1:50pm	E	<p><b>Observing and Assessing Implementation of High Leverage and Evidence-Based Practices: A Tool for Coaching</b></p> <p><i>Primary Presenter: Michael Kennedy</i></p> <p>In this session, presenters introduce and walk attendees through a multimedia observation tool that is customizable, and currently set up to document implementation of HLPs and EBPs. The focus is on how to use the observation instrument to provide data-driven, unbiased performance feedback and parlay into effective professional development options.</p>	Toulouse B
1:00pm – 1:50pm	E	<p><b>Project for the Advancement of Gifted and Exceptional Students</b></p> <p><i>Primary Presenter: Melissa Spence</i></p> <p><i>Co-Presenters: Amy Nguyen, Amy Tseng</i></p> <p>This session highlights the first year of implementation of PAGES, focusing on the development of an identification protocol for twice exceptional students with ASD and targeted teacher trainings to increase instructional fidelity of SEL and executive functioning skills. Examples of student work and data are included as project evidence.</p>	Conti
1:00pm – 1:50pm	E	<p><b>Using a Three-Tiered Advising Approach to Improve Special Education Teacher Candidates' Program Retention and Completion</b></p> <p><i>Primary Presenter: Melissa Brydon</i></p> <p><i>Co-Presenters: Jennifer Millikan</i></p> <p>As the teacher pipeline narrows, it is increasingly difficult to recruit new special education teachers into preparation programs and equally difficult to retain them. This presentation focuses on one special education program's three-tiered approach to advising in order to improve candidates' retention and program completion from admissions to student teaching.</p>	St. Ann
1:00pm – 1:50pm	O	<p><b>CEC Standards Workgroup: Feedback Session 1</b></p> <p><i>Facilitator: Dee Berlinghoff, Virginia McLaughline</i></p>	Astor 2
1:00pm – 1:50pm	T	<p><b>Despite the Barriers: A Look Into Early Career Special Educators' Persistence</b></p> <p><i>Primary Presenter: LaRon Scott</i></p> <p><i>Co-Presenters: Katherine Brendli, Weade James, Joshua Taylor</i></p> <p>This presentation will highlight the findings of a mixed-method study that was developed to better understand the identity development of early career special education teachers, and what motivated their drive to persist in their careers despite challenges. Results provide a snapshot for retaining prospective early career special education teachers.</p>	Bienville

1:00pm – 1:50pm	T	<b>Developing High-Quality Candidates into High-Quality Teachers</b> <i>Primary Presenter: Heather Wizikowski</i> <i>Co-Presenters: Joanne M. Van Boxel</i> This presentation explores revisions of a special education and an APE program through the work of a 325K grant to support students with high-intensity needs in diverse settings. Faculty will share the success of embedding CEC HLPs into courses and recruitment and mentoring efforts. Year 2 data will be shared.	Bienville
1:00pm – 1:50pm	T	<b>“Lets Just Do It”: Implementing Co-teaching with Paraprofessionals to Provide Students with Special Needs Access to Dual Language</b> <i>Primary Presenter: Megan Troxel Deeg</i> <i>Co-Presenters: Katie Farrand</i> Learn how a special educator and two paraprofessionals collaborate to implement dual language for students with special needs through creative co-teaching. Classroom video data, focus group data, and field notes will be shared to examine how fostering the professional growth of paraprofessionals might be the key to student success.	Bienville
1:00pm – 2:50pm	O	<b>TED Diversity Caucus Showcase</b> <i>Primary Presenter: Mildred Boveda</i> <i>Co-Presenters: Dia Jackson</i> The purpose of the Diversity Caucus Showcase is to elevate the expertise and experience of teacher educators in fostering diversity. As such, we will like to highlight initiatives in service, teaching, and/or scholarly outreach that supports B-20 learners with disabilities from diverse backgrounds and/or the educators who teach them.	Grand Ballroom C
2:00pm – 2:50pm	V	<b>Invited Session: Early Career Publication Award Winner</b> <i>Primary Presenter: Sarah Nagro</i> This session will feature the winner of the TED Early Career Publication Award. Sarah Nagro will present her winning paper "The Effects of Guided Video Analysis on Teacher Candidates' Reflective Ability and Instructional Skills."	Astor 1
2:00pm – 2:50pm	V	<b>Invited Session: TED Survey Results</b> <i>Primary Presenter: Frank Dykes</i> <i>Co-Presenters: Brittany Hott, Tiffany Peltier</i> The purpose of this presentation is to review the results of the TED membership survey. The results of this survey will be used for strategic planning.	Astor 2
2:00pm – 2:50pm	E	<b>400 Years Later: Nothing “Great” about Engaging in Culturally Responsive Survival to Combat Institutional Marginalization</b> <i>Primary Presenter: Sabrina Brinson</i> Four hundred years after the first African captives arrived in America, where have all the purports of anti-bias practices gone in the “brave new world?” Spotlighted are elements of culturally responsive survival that have to be constantly navigated by students of color from preschools to colleges/universities to combat institutional marginalization.	Chartres
2:00pm – 2:50pm	E	<b>Competency-Based Onboarding to Support the Inclusion of Students with Autism: A Professional Development Framework for Teachers New to Autism</b> <i>Primary Presenter: Joshua Taylor</i> Increases in the inclusion of students with autism and staff turnover mean that many are taught by teachers with little or no experience. Existing professional development (PD)--mentoring, coaching, learning communities, and technical assistance--are limited. This presentation describes a framework for supplementing PD with online modules to onboard new ASD teachers.	Bourbon
2:00pm – 2:50pm	E	<b>Improving Outcomes for Students with Challenging Behavior/Mental Health Concerns through Interdisciplinary Personnel Preparation</b> <i>Primary Presenter: Kelly Anderson</i> <i>Co-Presenters: Kelly Anderson, Sejal Foxx</i> This session presents critical components of Project Intensive Needs Teacher and Counselor Training (INTACT), an interdisciplinary personnel preparation project. Descriptions of interdisciplinary coursework, recruitment efforts, collaborative assignments, as well as measures used to evaluate scholars' understanding of EBPs related to challenging behaviors and/or mental health concerns will be shared.	Iberville

2:00pm – 2:50pm	<p><b>E Migration and The Cultural Shift: Trauma, Turmoil, and Transition</b> <span style="float: right;">St. Charles Ballroom A</span></p> <p><i>Primary Presenter: Darlene Fewster</i></p> <p>With the increase in immigration to the United States, it is essential that school-based professionals understand the impact of trauma before, during, and after the migration process. Creating environments that are safe and supportive is an essential element to the healing process and recovery.</p>
2:00pm – 2:50pm	<p><b>E Practice Makes Perfect: Strategies for Embedding Simulated IEP Meetings within Pre-Service Special Education Teacher Preparation Programs</b> <span style="float: right;">St. Ann</span></p> <p><i>Primary Presenter: Jason Robinson</i></p> <p><i>Co-Presenters: Jackie Davis, Kristin Duncan, Tracy Gershwin</i></p> <p>Simulated IEP meetings provide pre-service special educators with practical applications of educational theory, safe spaces to learn and make mistakes, and real-world practice collaborating as part of a team. This presentation includes strategies for designing and implementing relevant and authentic IEP meeting simulations to use with pre-service special educators.</p>
2:00pm – 2:50pm	<p><b>E Promoting Authentic, Inter-Professional Collaboration Among Pre-service Special Educators and Speech Language Pathologists</b> <span style="float: right;">St. Charles Ballroom B</span></p> <p><i>Primary Presenter: Theresa Janczak</i></p> <p><i>Co-Presenters: Deborah Insalaco</i></p> <p>This session will provide information from a research project involving a collaborative intervention with young adults with intellectual disabilities and graduate students in special education and SLP as interventionists.</p>
2:00pm – 2:50pm	<p><b>E Reliability Assessment of an Observation Tool to Measure the Quality of Praise</b> <span style="float: right;">Toulouse B</span></p> <p><i>Primary Presenter: Andy Markelz</i></p> <p><i>Co-Presenters: Argneue Chitiyo, Benjamin Riden</i></p> <p>We developed a behavior-specific praise observation tool (BSP-OT) and assessed interrater reliability to measure praise specificity, contingency, and variability. Results from intra-class correlation statistics indicated strong reliability between raters using the BSP-OT. Raters identified the BSP-OT as a valuable contribution to the field concerning praise research and teacher development.</p>
2:00pm – 2:50pm	<p><b>E Teacher Perceptions of Online Classes</b> <span style="float: right;">Grand Ballroom A</span></p> <p><i>Primary Presenter: Carlos Flores</i></p> <p>As the number of online courses continue to increase, so do the number of students taking the classes and therefore, an increase in the number of faculty and staff teaching the courses. This study examined teacher perceptions of online classes. How do instructors really feel about online courses?</p>
2:00pm – 2:50pm	<p><b>E Teaching About Special Education Law</b> <span style="float: right;">Bienville</span></p> <p><i>Primary Presenter: Mitchell Yell</i></p> <p><i>Co-Presenters: David Bateman</i></p> <p>Special education is defined by the Individuals with Disabilities Education Act (IDEA). Special educators need to understand and fulfill their responsibilities under this law. In this presentation we offer effective methods, both in an online format and live, for teaching special education law to teachers and administrators.</p>
2:00pm – 2:50pm	<p><b>E The Role of Teacher Preparation Programs in Fostering Pre-Service Teachers' Ability to Effectively Engage with Families and Communities</b> <span style="float: right;">Conti</span></p> <p><i>Primary Presenter: Kimberly Kode Sutton</i></p> <p>Standards published both by the National Association for the Education of Young Children and the Division for Early Childhood of the CEC include a focus on the family. This presentation outlines a college-family partnership intended to assist pre-service teachers develop those skills necessary to build and sustain beneficial family relationships.</p>
2:00pm – 2:50pm	<p><b>E Using Virtual Simulation as a Tool in Bridging the Theory to Practice Gap: A Pilot Study</b> <span style="float: right;">Burgundy</span></p> <p><i>Primary Presenter: Sara Luke</i></p> <p><i>Co-Presenters: Stephanie Michelle Vaughn</i></p> <p>The use of virtual simulation is emerging in the field of teacher education and offers a possible tool for bridging the theory to practice gap. We will present the findings from an exploratory research study examining the use of virtual reality as a tool in a special education assessment course.</p>

2:00pm – 2:50pm	E	<p><b>“Well, what if they were just included?”: Developing Preservice Teachers’ Perceptions of Inclusion, Self-Efficacy, and Professional Roles</b></p> <p><i>Primary Presenter: Nancy Peck</i> <i>Co-Presenters: Lance Neeper</i></p> <p>This session will focus on sharing research via a co-taught field-based early childhood course on special education. The primary goal was broadening general educators’ understanding of inclusive practices. Data were collected to explore preservice teachers’ perceptions of roles, self-efficacy, and co-teaching. Instructors will share recommendations from their experiences.</p>	St. Louis
2:10pm – 2:40pm	L	<p><b>A Cultural Adaptation Process for Classroom Management through Coaching for Educators</b></p> <p><i>Primary Presenter: Brown, Christerralyn</i></p>	Astor III - Board 08
2:10pm – 2:40pm	L	<p><b>A Literature Review of Culturally Responsive Trauma Informed Care in Education</b></p> <p><i>Primary Presenter: Amato, Lisa</i></p>	Astor III - Board 05
2:10pm – 2:40pm	L	<p><b>A Treatment Package to Teach Generalized Social Initiations to Children with Autism</b></p> <p><i>Primary Presenter: Hazim, Aal Ismail</i></p>	Astor III - Board 01
2:10pm – 2:40pm	L	<p><b>Asian Pacific Islander Students in Special Education: Building Teacher Awareness and Preparation</b></p> <p><i>Primary Presenter: Dennis, June</i></p>	Astor III - Board 17
2:10pm – 2:40pm	L	<p><b>Building the field: Strategic recruitment through community service learning</b></p> <p><i>Primary Presenter: Cruz, Rebecca</i></p>	Astor III - Board 14
2:10pm – 2:40pm	L	<p><b>Effects of Peer-Mediated Social Skill Interventions for Adolescents with ASD: A Systematic Literature Review</b></p> <p><i>Primary Presenter: Dunn, Kelsey</i></p>	Astor III - Board 19
2:10pm – 2:40pm	L	<p><b>Elementary Classroom Teachers Disrupting Disproportionality</b></p> <p><i>Primary Presenter: Connelly, Jeanne</i></p>	Astor III - Board 11
2:10pm – 2:40pm	L	<p><b>Examining Sex Educators’ Beliefs and Practices in Meeting the Needs of Students with Disabilities</b></p> <p><i>Primary Presenter: Caitlin, Cooper</i></p>	Astor III - Board 13
2:10pm – 2:40pm	L	<p><b>Investigating the Impact of Professional Development (PD) on Nature-Based Teaching on Early Childhood Special Education Teachers</b></p> <p><i>Primary Presenter: Collazo, Sylvia</i></p>	Astor III - Board 10
2:10pm – 2:40pm	L	<p><b>Pre-Service Teacher Behavior Management in Reading</b></p> <p><i>Primary Presenter: Ellis, Kaci</i></p>	Astor III - Board 20
2:10pm – 2:40pm	L	<p><b>The Changing Role of Female Special Education Teachers in Saudi Arabia</b></p> <p><i>Primary Presenter: Alshahrani, Haya</i></p>	Astor III - Board 04
2:10pm – 2:40pm	L	<p><b>The Development of LD Education in Saudi Arabia: Services and Implications for the future</b></p> <p><i>Primary Presenter: ALMedlij, Modhawi</i></p>	Astor III - Board 03
2:10pm – 2:40pm	L	<p><b>The Impact of Direct Observation and Performance Feedback on Preservice Teachers’ Implementation of Evidence-Based Practices in Reading</b></p> <p><i>Primary Presenter: Valentina, Contesse</i></p>	Astor III - Board 12
2:10pm – 2:40pm	L	<p><b>The Politics of the Budgetary Process: A Pilot Study</b></p> <p><i>Primary Presenter: Acosta, Kelly</i></p>	Astor III - Board 02
2:10pm – 2:40pm	L	<p><b>Transition Preparation in Special Education</b></p> <p><i>Primary Presenter: Deardorff, Malarie</i></p>	Astor III - Board 15
2:10pm – 2:40pm	L	<p><b>Transitioning to Preschool: Supporting Families Through the Process</b></p> <p><i>Primary Presenter: Brown, Pricella</i></p>	Astor III - Board 09
2:10pm – 2:40pm	L	<p><b>Two Faces of Racial and Ethnic Disproportionality in Special Education</b></p> <p><i>Primary Presenter: Bleak, Kenneth</i></p>	Astor III - Board 07
2:10pm – 2:40pm	L	<p><b>What Educators Can Do to Implement Self-Determination Skills for Students with Autism</b></p> <p><i>Primary Presenter: Duncan, kristin</i></p>	Astor III - Board 18
2:10pm – 2:40pm	L	<p><b>Write to Teach: Enhancing Diverse Special Education Teacher Applicants’ Writing Skills</b></p> <p><i>Primary Presenter: Barcarse, Tierney</i></p>	Astor III - Board 06

2:10pm – 2:40pm	L	<b>¡Escúchame!: Using Simulations to Prepare Special Educators to Communicate Positively with Families with LEP</b> <i>Primary Presenter: Deger, Gwendolyn</i>	Astor III - Board 16
2:50pm – 3:20pm	L	<b>African American Families: Increasing Family Engagement and Building Partnerships</b> <i>Primary Presenter: Monique Matute-Chavarria</i>	Astor III - Board 20
2:50pm – 3:20pm	L	<b>Creating Opportunities for Inclusion: Using Coaching to Support a Middle School Teacher in Implementing Culturally Responsive Dramatic Inquiry Practices</b> <i>Primary Presenter: Troxel Deeg, Megan</i>	Astor III - Board 10
2:50pm – 3:20pm	L	<b>Criminalized and Underserved</b> <i>Primary Presenter: Hanley, Whitney</i>	Astor III - Board 17
2:50pm – 3:20pm	L	<b>Dramatic Play and Language Development for Young Students with Disabilities</b> <i>Primary Presenter: Fleck, Traci</i>	Astor III - Board 14
2:50pm – 3:20pm	L	<b>Effects of Shared Book Reading: A Review of the Meta-Analyses</b> <i>Primary Presenter: Danielle, Leuschen de Pico</i>	Astor III - Board 19
2:50pm – 3:20pm	L	<b>Effects of Visual Performance Feedback Using Structured Observation System to Improve Novice Teachers' Instruction</b> <i>Primary Presenter: Daisy, Pua</i>	Astor III - Board 01
2:50pm – 3:20pm	L	<b>Examining Relationships Between Non-cognitive Skills and Achievement in Traditionally Under-performing Middle-schoolers: Validating the Grit Scale</b> <i>Primary Presenter: Cristina, Reding</i>	Astor III - Board 02
2:50pm – 3:20pm	L	<b>First Work, Then Play: Functionally-modified Interventions for Students with EBD</b> <i>Primary Presenter: Lauren Rollins</i>	Astor III - Board 03
2:50pm – 3:20pm	L	<b>General and Special Education Teacher Instruction Within a Culturally Responsive Classroom</b> <i>Primary Presenter: Terrill, William</i>	Astor III - Board 09
2:50pm – 3:20pm	L	<b>General Educators' Perceptions of the Inclusion of Students with Challenging Behaviors</b> <i>Primary Presenter: McGuire, Stacy</i>	Astor III - Board 21
2:50pm – 3:20pm	L	<b>Identifying Malleable Collaboration Skills for Use in Teacher Preparation</b> <i>Primary Presenter: Emily, Evanstein</i>	Astor III - Board 12
2:50pm – 3:20pm	L	<b>Identifying the Effects of Trauma on a Student: A Review of the Literature</b> <i>Primary Presenter: Hammond, Scotia</i>	Astor III - Board 16
2:50pm – 3:20pm	L	<b>Interventions for Early Childhood Educators and the Strategies that Support Language Development in the Classroom</b> <i>Primary Presenter: Erin, Stehle Wallace</i>	Astor III - Board 08
2:50pm – 3:20pm	L	<b>Preschool Instructional Practices to Serve Native American Students with Disabilities</b> <i>Primary Presenter: Candi, Running Bear</i>	Astor III - Board 05
2:50pm – 3:20pm	L	<b>Redefining LRE Boundaries in Virtual k-12 Education</b> <i>Primary Presenter: Sharon, Goldrup</i>	Astor III - Board 15
2:50pm – 3:20pm	L	<b>Research on Developing Teachers' Instructional Strategies: A Literature Review</b> <i>Primary Presenter: Hyojong, Sohn</i>	Astor III - Board 06
2:50pm – 3:20pm	L	<b>School Outcomes of Children Born Late-Preterm: Literature Review in Response to a Rising Phenomenon</b> <i>Primary Presenter: Annette, Romualdo</i>	Astor III - Board 04
2:50pm – 3:20pm	L	<b>Teacher Study Groups as a Model of Professional Development: An Integrative Literature Synthesis</b> <i>Primary Presenter: Allison, Firestone</i>	Astor III - Board 13
2:50pm – 3:20pm	L	<b>The Importance of Residential Goals in Transition Planning</b> <i>Primary Presenter: Jonathan, Solomon</i>	Astor III - Board 07
2:50pm – 3:20pm	L	<b>The Self-Efficacy of Special Education Teachers Who Teach Math to English Language Learners</b> <i>Primary Presenter: Jessica, Kamuru</i>	Astor III - Board 18
2:50pm – 3:20pm	L	<b>The Types of Instructional Activities for Students with Dyslexia</b> <i>Primary Presenter: Almutairi, Muqrin</i>	Astor III - Board 11

3:00pm – 3:50pm	<b>E Behind the Mask: Reasons for Retention and Attrition of Autism Teachers</b> <i>Primary Presenter: Jennifer McFarland-Whisman</i> <i>Co-Presenters: Wendi Dunham, Debra Lockwood</i>	Grand Ballroom C
	<p>Many universities offer coursework in, and some states provide for voluntary certification specific to, teaching students with ASD. Despite this, there continues to be a shortage of teachers in this area. This presentation will explore initial results of a study looking at reasons for attrition and retention among autism teachers.</p>	
3:00pm – 3:50pm	<b>E Embedding Research-based Content on Paraeducator Supervision in Teacher Education</b> <i>Primary Presenter: Ritu Chopra</i> <i>Co-Presenters: Stephanie Morano, Emily Sobeck, Peggy Yates</i>	Burgundy
	<p>Research shows that teachers have little or no preparation to supervise paraeducators, which often results in paraeducators performing their work with minimal direction and accountability. Presenters will share ways that evidence-based practices and the CEC teacher preparation standards related to paraeducator supervision can be strategically incorporated into teacher preparation programs.</p>	
3:00pm – 3:50pm	<b>E Facilitating Meaningful Team-Based Learning in Asynchronous Online Courses</b> <i>Primary Presenter: Amy Schelling</i>	Bienville
	<p>Offerings of online courses/programs in special education are surging. Online students must have the same opportunities to develop effective collaboration skills through group work. The Facilitating Collaboration in Online Groups (FCOG) strategy can facilitate meaningful group work in the online environment. Additional strategies for facilitating team-based learning will be explored.</p>	
3:00pm – 3:50pm	<b>E Imposter syndrome in teaching future teachers: From doubting to assuming mentorship in the affinity space of practicum</b> <i>Primary Presenter: Kenneth Bleak</i> <i>Co-Presenters: Lindsey Batavia</i>	Bourbon
	<p>New teacher mentors describe and scrutinize how certain practicum experiences induced imposter syndrome, self-doubt in their role as mentors to preservice university students. Gee's (2005) Theory of Affinity Spaces was used to understand how overseeing practicum mitigated their imposter syndrome to assume their role as teacher mentors.</p>	
3:00pm – 3:50pm	<b>E Incorporating the Professional Learning Community (PLC) model in an undergraduate educator preparation program</b> <i>Primary Presenter: Mina Chun</i> <i>Co-Presenters: Cash Deanna</i>	St. Ann
	<p>The efforts of a small private university provide a comprehensive educational experience for future teachers that transcends the traditional approach to provide a more holistic experience. The PLC model supports the undergraduate teacher candidates to gain teaching career readiness skills through practice with professional behaviors, collaboration, and accountability.</p>	
3:00pm – 3:50pm	<b>E Innovations to Recruit, Prepare, and Retain Teachers from Diverse Backgrounds</b> <i>Primary Presenter: Sara B Woolf</i> <i>Co-Presenters: Peishi Wang</i>	St. Louis
	<p>This session presents findings from a five-year teacher personnel preparation project designed to recruit and prepare early childhood special educators from diverse backgrounds. Presenters will summarize academic and non-academic supports provided, project outcomes, supports perceived as most impactful by completers, and follow-up data capturing completers' retention in the SE workforce.</p>	
3:00pm – 3:50pm	<b>E Mentoring Early Career Special Education Teachers Through Social Media; It's Not All Fake News.</b> <i>Primary Presenter: Kyena Cornelius</i> <i>Co-Presenters: Lisa Vasquez</i>	Astor 1
	<p>Educator preparation programs (EPP) have a vested interest in their completers' success. Given concerns surrounding effectiveness and attrition, some believe EPPs should offer induction support. This session reports findings from support offered by one special education preparation program using social media. Participants reported multiple benefits from this faculty facilitated support.</p>	
3:00pm – 3:50pm	<b>E Not in My School: It's Just Trauma, Not Human Trafficking</b> <i>Primary Presenter: Darlene Fewster</i>	St. Charles Ballroom A
	<p>Trauma is the result of multiple factors such as maltreatment, poverty, environmental factors, and immigration status. For some children, however, they are the victims of human trafficking. Human trafficking occurs in urban and rural settings, impacts U.S.-origin and immigrant children; and teachers need to know how to identify these children.</p>	

3:00pm – 3:50pm	E	<b>Research to practice: Training pre-service educators for family partnership using simulated IEP meetings</b> <i>Primary Presenter: Natalie Holdren</i>	Chartres
		This presentation will provide the results of a multiple-baseline design study, which evaluated a method for training pre-service special education teachers to run family-friendly IEP meetings using simulations. The session will conclude with guidance for teacher educators on incorporating simulations into pre-service training for professionals who participate in IEPs.	
3:00pm – 3:50pm	E	<b>Strategies for Success with Online Learning: Preparing Pre-Service Special Education Teachers</b> <i>Primary Presenter: Katie Farrand</i> <i>Co-Presenters: Timothy Wells</i>	Conti
		This research identified how college students utilize resources and strategies to be successful in their online coursework. We will share how the use of different online and face-to-face resources and strategies were implemented in an online course, and how pre-service teachers utilized these resources to further their knowledge construction.	
3:00pm – 3:50pm	E	<b>The Role of Systems Thinking in Ameliorating the Workforce Crisis and Improving Outcomes for Students</b> <i>Primary Presenter: Marcie Rock</i> <i>Co-Presenters: Bonnie Billingsley, Lisa Dieker, Melinda Leko</i>	St. Charles Ballroom B
		Stakeholders convened for an AERA-funded research mini-conference to identify innovative solutions to the special education workforce crisis. Personnel from the National Implementation Research Network facilitated, using Liberating Structures. Join us not only to learn about findings but also to provide input on an emerging national research agenda and dissemination plan.	
3:00pm – 3:50pm	E	<b>Training Teachers of Children with Moderate to Severe Disabilities to Contingently Respond to Child-Initiated Socially-Desirable Behaviors During Centers</b> <i>Primary Presenter: Ashley Holt</i> <i>Co-Presenters: Susan Seymour</i>	Toulouse B
		There is a gap between naturalistic evidence-based practices and how teachers are implementing these practices within their classroom, indicating a need for individualized training. The purpose of this presentation is to share an effective training package and results from a multiple-baseline study with teachers to increase their students' good behaviors.	
3:00pm – 3:50pm	E	<b>Uncovering Implicit Bias to Become a Culturally Responsive Teacher</b> <i>Primary Presenter: Tricia Strickland</i>	Grand Ballroom A
		As public school classrooms become more racially and ethnically diverse, the majority of teachers continue to be White women. This session will include a variety of activities that can be incorporated into teacher education coursework to help teacher candidates uncover their implicit biases and become culturally responsive teachers.	
3:00pm – 3:50pm	E	<b>Using Technology to Improve Preservice Teacher Knowledge and Application of Evidence-Based Practices for Reading Comprehension</b> <i>Primary Presenter: Kat Alves</i> <i>Co-Presenters: Emily Ely, Mira Cole Williams</i>	Astor 2
		This session will discuss the use of technology to teach reading comprehension strategies to preservice teachers. The session will present information about each technological approach, as well as the results of three research studies examining their use. Implications for teacher education programs will be discussed, including ways to design instruction.	
3:00pm – 3:50pm	A	<b>Snack Break</b>	Grand Gallery
3:30pm – 4:00pm	L	<b>Barriers to Inclusion for Individuals With IDD in Postsecondary Education</b> <i>Primary Presenter: Phillip, Sasse</i>	Astor III - Board 15
3:30pm – 4:00pm	L	<b>Coaching Preservice Early Childhood Teachers in Evidence-Based Practices for Promoting Young Children's Social-Emotional Competence</b> <i>Primary Presenter: Miguel, Toni</i>	Astor III - Board 14
3:30pm – 4:00pm	L	<b>Effects of Schema-Based Instruction (SBI) on Mathematical Word-Problem Solving Performance of Fifth Grade Students with Specific Learning Disabilities (SLD)</b> <i>Primary Presenter: Julie, Person</i>	Astor III - Board 18
3:30pm – 4:00pm	L	<b>Evaluation of a Self-Efficacy Program for Students who are Deaf and Hard of Hearing</b> <i>Primary Presenter: Carrie, Woods</i>	Astor III - Board 16

3:30pm – 4:00pm	L	<b>Facilitating Teachers' Implementation Fidelity of Culturally Responsive Social Skill Instruction</b> <i>Primary Presenter: Deondra Gladney</i>	Astor III - Board 20
3:30pm – 4:00pm	L	<b>Finding a Fit: Teacher Perception and Use of EBPs for Students with Autism</b> <i>Primary Presenter: Jordan, McNeill</i>	Astor III - Board 01
3:30pm – 4:00pm	L	<b>Findings from the Teacher Knowledge of Dyslexia and Special Education Policy Survey</b> <i>Primary Presenter: Moss, Sunshine</i>	Astor III - Board 02
3:30pm – 4:00pm	L	<b>Literacy Instruction for Students With Significant Intellectual Disabilities</b> <i>Primary Presenter: Heidi, Wright</i>	Astor III - Board 11
3:30pm – 4:00pm	L	<b>Making a Difference In the Classroom: A Review of Language Interventions Implemented By Classroom Teachers</b> <i>Primary Presenter: Sharon, Walters</i>	Astor III - Board 08
3:30pm – 4:00pm	L	<b>Mental Burnout, Attrition, and Administrative Support Among Incoming Special Education Teachers: What Can Be Done?</b> <i>Primary Presenter: William, Woods</i>	Astor III - Board 10
3:30pm – 4:00pm	L	<b>Observations of Reading Instruction for Student with Reading Disabilities: A Literature Review</b> <i>Primary Presenter: Anna, Myers</i>	Astor III - Board 03
3:30pm – 4:00pm	L	<b>Special Education Caseload Policies in the United States</b> <i>Primary Presenter: Hogue, Lindsey</i>	Astor III - Board 12
3:30pm – 4:00pm	L	<b>Special Education Teachers' Burnout: Risk and Protective Factors</b> <i>Primary Presenter: Park, Soyoun</i>	Astor III - Board 06
3:30pm – 4:00pm	L	<b>Stemming the Tide on Teacher Burnout and Turnover: A Discussion of Behavioral Strategies</b> <i>Primary Presenter: Richard, Williams</i>	Astor III - Board 09
3:30pm – 4:00pm	L	<b>Strategies used by Historically Black Colleges and Universities to Recruit African American Teachers</b> <i>Primary Presenter: Wallace, Weade</i>	Astor III - Board 07
3:30pm – 4:00pm	L	<b>Students with Reading Difficulties: How Many and Who is Providing Intervention?</b> <i>Primary Presenter: Peltier, Tiffany</i>	Astor III - Board 17
3:30pm – 4:00pm	L	<b>Synchronous v. Asynchronous Online Learning</b> <i>Primary Presenter: Nation, Ryan</i>	Astor III - Board 04
3:30pm – 4:00pm	L	<b>Teacher Knowledge of Basic Reading Instruction and it's Professional Development</b> <i>Primary Presenter: Chrstiana, Nielsen</i>	Astor III - Board 05
3:30pm – 4:00pm	L	<b>Training Paraprofessionals with Fidelity: A Systematic Review</b> <i>Primary Presenter: Kary, Zarate</i>	Astor III - Board 13
3:30pm – 4:00pm	L	<b>Video Use in Coaching: Teacher Perceptions and Implications for Practice</b> <i>Primary Presenter: Ira Padhye</i>	Astor III - Board 19
4:00pm – 4:50pm	M	<b>SSEPC General Business Meeting</b> <i>Facilitator: Ruby Owiny</i>	Grand Ballroom A
4:00pm – 4:50pm	E	<b>Bring on the Badges: A Move Toward Standards-Based Grading in Special Education Teacher Preparation</b> <i>Primary Presenter: Mandy White</i> <i>Co-Presenters: Tara Kaczorowski</i> Instructors for two special education teacher preparation courses utilized an assessment system that combined badging with a standard-based approach to grading. Results of this mixed-methods case study reveal how this evaluation approach impacted student demonstration of course outcomes as well as student perceptions about this type of grading system.	Bourbon
4:00pm – 4:50pm	E	<b>Collaborating with Your Institution's Comprehensive Transition Program</b> <i>Primary Presenter: Gwendolyn Carey</i> <i>Co-Presenters: Brianna Joseph, Kelly Kearney</i> According to Think College, there are currently 266 institutions of higher learning that offer Post-Secondary Education (PSE) programs for students with Intellectual Disabilities. Collaborating with PSE programs provides opportunities for coaching, mentoring, and teaching for pre-service teachers as well as those preparing to work in related professions .	Astor 1

4:00pm – 4:50pm	<p><b>E Examining Emergency Certified Special Educators: A Statewide Analysis</b></p> <p><i>Primary Presenter: Melinda Leko</i>  <i>Co-Presenters: Elizabeth Sikora, Kimber Wilkerson</i></p> <p>Special education teacher shortages leave students with disabilities without access to well-prepared teachers. We examined preparation of emergency certified special education teachers to understand their experiences compared to traditional candidates. We recommend improvements in teacher preparation to better prepare these teachers and increase students' access to qualified teachers.</p>	Royal Board Room
4:00pm – 4:50pm	<p><b>E IEP Data Collection Methods --- What are teachers using?</b></p> <p><i>Primary Presenter: Kristine Swain</i>  <i>Co-Presenters: Jessica Hagaman, Elizabeth Leader-Janssen</i></p> <p>This session will present results of a survey of IEP data collection methods reported by teachers in four states. Outcomes will be discussed such as IEP data collection methods most reported and how this information can be utilized to better prepare special education teacher candidates.</p>	Conti
4:00pm – 4:50pm	<p><b>E Insight and Awareness: Gifts Special Education Teachers Need to Know about Themselves</b></p> <p><i>Primary Presenter: Matthew Boggan</i>  <i>Co-Presenters: Penny Wallin</i></p> <p>Teachers are considered the most pivotal determinant of student success. This interactive session will explore ways aspiring teachers can gain insight and awareness of themselves The session will utilize a free, computer-generated survey which can assist educators in knowing themselves. Bring a laptop to this session.</p>	Chartres
4:00pm – 4:50pm	<p><b>E Teacher Shortage in Special Education</b></p> <p><i>Primary Presenter: Laurie Andrews</i>  <i>Co-Presenters: Jeffery Anderson, Lisa Monda-Amaya</i></p> <p>The special education teacher shortage is not a new problem. The possible solutions to the teacher shortages plaguing special and general education are endless; but without immediate and concerted efforts, the status quo is likely not only to continue, but deteriorate. This presentation focus on strategies for addressing this critical shortage.</p>	St. Charles Ballroom A
4:00pm – 4:50pm	<p><b>E Training Special Education Preservice Teachers to Effectively Coach and Mentor Classroom Paraeducators</b></p> <p><i>Primary Presenter: Peggy Yates</i></p> <p>Well coached and mentored classroom staff can maximize both the instruction and the management of students with special needs. Special education preservice teachers need experiences during their training to help them to understand how to coach a paraeducator. This study reveals recommendations for training preservice teachers to work with paraeducators.</p>	Burgundy
4:00pm – 4:50pm	<p><b>E Unlocking the DEC Recommended Practices</b></p> <p><i>Primary Presenter: Aaron Deris</i>  <i>Co-Presenters: Elizabeth Beavers, Cynthia DiCarlo, Megan Purcell</i></p> <p>This session will provide practical application of how to incorporate the Division for Early Childhood's Recommended Practices (DEC RPs) into teacher preparation programs. There will be an overview of the DEC RPs and related products. Participants will leave with assignments and rubrics to use in their course(s).</p>	St. Charles Ballroom B
4:00pm – 4:50pm	<p><b>E What Does It Take to Prepare Teachers for Inclusive Practices?</b></p> <p><i>Primary Presenter: Heather Allcock</i></p> <p>To build diverse and inclusive communities, Delano et al., 2009 recommend teacher preparation programs shape teacher candidates' philosophies, dispositions and skills by focusing on access to inclusive general curriculum contexts. The research purpose is to understand how faculty prepare teachers to provide inclusive services for students with significant disabilities.</p>	St. Ann
4:00pm – 8:00pm	<p><b>E Exploring the Writing Instruction of Special Educators: Implications for Teacher Preparation</b></p> <p><i>Primary Presenter: Stephen Ciullo</i>  <i>Co-Presenters: Alyson Collins</i></p> <p>Researchers conducted an observation study to explore writing instruction provided by special educators to students with disabilities. Findings summarize use of effective instructional practices, lesson quality, and content covered. Results identify areas needing attention in teacher preparation and professional development to enhance the writing instruction provided by special educators.</p>	St. Louis
5:00pm – 6:50pm	<p><b>R SSEPC - Nasim Dil Reception</b></p> <p><i>Facilitator: Ruby Owiny</i></p>	Grand Gallery

5:00pm – 8:00pm	<b>D Early Literacy Intervention: Tell It Like It Is</b> <i>Primary Presenter: Michael Faggella-Luby</i>	Iberville
<p>In this strand, teachers will learn about high-impact evidence-based practices to meet the needs of students with specific learning disabilities in reading, students with dyslexia, and students who are having difficulty learning to read. Specifically, presentations in this strand will cover early literacy development, assessment practices, and evidence based practices for students who experience difficulty with reading. This presentation will discuss Early Literacy Interventions for struggling readers and readers with LD.</p>		
5:00pm – 8:00pm	<b>D Math Instruction: Use Me or Change is Gonna' to Come</b> <i>Primary Presenter: Michael Faggella-Luby</i>	Bienville
<p>All students can excel to their fullest potential when provided the necessary instructional supports. This strand is designed to focus on evidence-based interventions for students with dyscalculia and other specific learning disabilities in mathematics. Specifically, the session will provide useful and practical instructional strategies and techniques to better equip teachers addressing the needs of students with exceptionalities in grades K-12 to close the achievement gap in mathematics.</p>		
5:00pm – 8:00pm	<b>D Teacher Preparation and Students with Specific Learning Disabilities: Stand By Me</b> <i>Primary Presenter: Michael Faggella-Luby</i>	Toulouse B
<p>This strand focuses on recent changes in legislation as well as ongoing research on evidence-based practices for teaching students with dyslexia in K-12 schools. Presenters will outline ways for administrators and university faculty to best prepare preservice and inservice educators for working with students who have the specific learning disability dyslexia. This session will focus on teacher preparation, and students who have LD. Inclusion will also be discussed.</p>		
5:00pm – 8:00pm	<b>D Written Expression: Ain't No Sunshine</b> <i>Primary Presenter: Michael Faggella-Luby</i>	Toulouse A
<p>This strand will provide educators with evidence-based practices for teaching and assessing writing instruction. Presenters will connect ongoing intervention research with suggestions for practical implementation in your school that increases writing achievement for academically diverse learners.</p>		
5:00pm – 8:00pm	<b>W The Early Childhood Personnel Center Focus on IHE Faculty Development - RSVP Required</b> Grand Ballroom C	
<p>The purpose of this session is to update faculty on the activities and resources existing or underway at ECPC. The session will provide a forum for faculty to discuss the early childhood work they are currently engaged in. A focus of the session will be the materials developed by ECPC to embed the DEC Recommended Practices and the new DEC EI/ECSE Standards into syllabi and programs of study.</p>		